Library

Study Groups on Social Reform to be Set Up

By ALAN MAGARY

NEWS ANALYSIS

The "agitation" started last Thursday at 5:45, and by the time it is over--perhaps a few months from now--the greatest liberalization of the social code will have been legislated.

Agitation for social reform, perennial at Middlebury as it is at hundreds of other campuses, was begun during the second week of classes when a number of students decided to see through several changes--both social and academic--before they graduated. Discussion of problems and possible changes followed, but action did not begin until last Thursday when some of the protesters started a petition proposing midnight curfew for women of all classes.

Nearly 400 students--evenly divided between men and women--signed the petition (some with reservations regarding freshman hours) before it was "dropped in the Student Association's lap" Monday night.

A spirited discussion at the SA meeting of this "foot in the door" proposal and social reform ended with SA President David Stonington announcing his intention to form, next Monday, a second Committee to Investigate Social Reform (CISR, or kiss-'er''), which was instrumental two years ago in changing portions of the code.

Stonington also planned to bring the matter of social reform up at the Student Life Committee meeting held yesterday evening. But, pressed by other business, the SLC did not discuss either the petition or the social code.

However, on Tuesday evening, 11 women had met at the home of Dean of Women Elizabeth Kelly to discuss reform. As a result of the meeting, SA Vice-President Sandra Steinglass and Women's Chief Justice Virginia Neely will soon set up a committee of women to formulate proposals and handle preliminaries before the proposals go through the channels, with "negotiations" before-hand between the committee and the deans.

It is hoped that proposals can be formulated possibly by the time of the January SLC meeting. The matter may be discussed at the November 17 meeting also.

In other business at last night's meeting, the SLC decided not to take action on a rewritten Student Association constitution until the charter is submitted to a student body vote, possibly November 2. The constitution will be printed in full in next week's CAMPUS.

The SLC also approved the **Frontiers** charter with the proviso that a clause be added regarding appointment of a faculty advisor. A third matter of business, a proposal for in-

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Since 1905

The Middlebury Campus

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IFC Committee to Study Benefits of Fraternities

By BOB SAGOR

The IFC this week appointed Brooks Heaton, council vice-president, chairman of a committee established "to look into the various benefits provided by fraternities" at Middlebury.

Members of the committee will report on scholarships offered, academic awards, house jobs, and any other pertinent information.

Other IFC business included two curfew violations reported at fraternity houses over homecoming weekend.

In both instances married women were present when campus police arrived at 12:30. The council voted to dismiss the charges, as understanding of the curfew regulations was vague.

Next year the council will inform the fraternity social chairmen that married women must be out of the fraternities by midnight.

Religion Conf. Speaker Named

Three lectures tracing the ramifications of a theological revolution will be given by Dr. Benjamin Reist in the 1965 Religion Conference, November 11, 12 and 13.

The first lecture will deal with the revolution itself, the second with the change in Christian ethics, and the third with specific ethical problems.

Reist, who is professor of systematic theology at San Francisco Theological Seminary in San Anselmo, Calif., will be the main speaker.

Reist holds degrees from the University of Pittsburgh and Princeton Theological Seminary. He had taught at Princeton Seminary and Wellesley before being appointed to the faculty at the San Francisco seminary.

Dr. Reist served on the General Assembly of the United Presbyterian Church Special Committee on Church and State and spent the academic year 1963-64 on a sabbatical leave in Basil, Switzerland.

A pre-conference lecture on the new morality will be given by Dean of Men Dennis O'Brien at 8 p. m. November 2 in Proctor Lounge.

Seminar Tonight

The first meeting of the extracurricular Civil Rights Seminar is set for tonight at 7 p. m. in the Pi Phi rooms in Battell Block. Paul Goodman's Compulsory Mis- Education, **a review of which appears in this week's** Campus Magazine Supplement, **will be discussed. All are welcome to attend.**

Lebenbaum Sets Culture Topic

"The Estranged University" will be the theme of the 24th annual Middlebury Conference, scheduled for next March 25 and 26. Guest lecturers will delve into the problems of higher education and evaluate proposals for future change.

Three basic questions will underlie all the discussions. First, "What are the basic problems contributing to the crisis in higher education?" Such problems might be the information explosion, student demands on the curriculum, political and industrial pressures on the university, or the role of the administration in student social life.

Second, "How relevant is the present student protest to the crisis?" And third, "How do you envision the university of the future?"

The Conference Committee, headed by Peter Lebenbaum '67, is sending out invitations to speak to former Harvard President James Bryant Conant, Columbia University Provost Jacques Barzun, the writer Paul Goodman, and Yale History Professor Staunton Lynd, a prominent pacifist and get-out-of Vietnammer. All have controversial opinions on education.

Sevareid To Lecture Here Sunday

"The President, the Power, and the Peace" will be the topic of Eric Sevareid, CBS-TV national correspondent, in the first lecture of the Celebrity Series, Sunday night at 8:15 in Mead Chapel.

Sevareid is the first of five personalities who will take part in the series, sponsored by the Board of Governors. His visit to Middlebury will also serve as a reunion with a son Michael, a member of the class of '66.

Renowned as a political analyst and author as well as a television commentator, Sevareid began his news career as a copy boy with the **Minnesota Journal** in 1935. He has since worked with the **Minneapolis Star**, the **New York Herald Tribune**, United Press, and in 1939 started in broadcasting when the late Edward R. Murrow hired him to run the Paris office of CBS.

Sevareid covered news of the French Army and Air Force at the start of World War II and broadcasted the French capitulation from Tours. He also covered the Salerno and Southern France invasions and in 1943 spent several months in Burma, India and China.

Appointed CBS London correspondent in 1959, Sevareid went on to become the head of the

(Continued on Page 7)

Armstrong Presents Keys To Three Senior PBK's

The Middlebury chapter of Phi Beta Kappa initiated three members of the Class of 1966 into its membership Sunday in recognition of their high scholastic achievement.

Robert Adamec, Elizabeth Liston, and James Ward were presented with Phi Beta Kappa keys by President James Armstrong and were invested in ceremonial robes by Albert Ewell, Associate Professor of Psychology and Robert Parker, Instructor in English, vice-president and secretary-treasurer, respectively, of the Middlebury PBK chapter.

Presiding at the ceremony was the chapter's president Henry Prickitt, Professor of English, who explained the society's history and the meaning of the traditional gold membership key.

The new Phi Beta Kappa members, who had to have accumulated an academic average of at least 89 during their first six semesters at Middlebury, were chosen by the faculty members of the local chapter. Students who have earned at least an 87 average by the end of their senior year may also be inducted into the scholastic honor society before graduation.

Woodsman's Outing Sat.

Axes will ring, pulp will fly, steaks will be gobbled, and The Outlaws will rock, Saturday, as the Mountain Club stages the annual Woodsman's Weekend classic.

Buses will leave for Breadloaf at 1 Saturday and for only a dollar, students can enjoy a ride on one of these luxurious cruisers as well as admission to the Outlaws concert later in the evening. In addition, thick steaks will be barbecued and distributed to the hungry spectators for the nominal fee of $1.25.

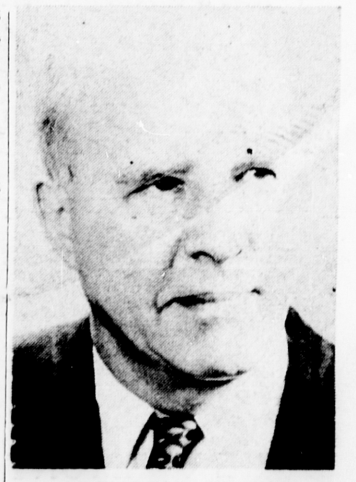
The main event, however, will be the epic contests between the various teams, which include Dartmouth, Paul Smith, Skyline, and several local teams. Feature events are felling, pulp throwing, speed chopping, splitting, and fire building.

Mason to Speak Wed.

Edward S. Mason, Lamont University Professor at Harvard, will discuss "The Diplomacy of Economic Assistance: Aid With or Without Strings" October 27 in Wright Theatre.

An authority on world trade, Professor Mason is the first speaker in the Stratton Lecture, a lecture series set up to honor Dr. Samuel S. Stratton, president-emeritus of the College.

At present Mason is chairman of the Advisory Committee on Economic Development, Agency for International Development; a member of the President's Committee to Strengthen the Security of the Free World; chairman of the Research Advisory Board, Committee for Economic Development; and member of the Steering Committee of the Coal Transport Study for the World Bank and Government of India.



EDWARD S. MASON

55 Seniors Seek Honors

14 Apply From History Dept.

College seniors majoring in history comprise more than 25 percent of the number of honors applicants for 1965-66, it was announced this week. The 14 history majors are among 55 seniors who will do special studies ranging from "mutational synergism" to Tennessee Williams.

The honors students and their projects include, in American Literature, Carol Buck, "The American Literary Reaction to the Civil War;" Marilyn Keyes, "A Comparative Study of the Fiction of Edith Wharton and Ellen Glasgow;" Diane Takamune, "Theodore Dreiser and the American Tradition;" Kenneth Andersen Jr., " 'Individuals of the Finer Strain' in Willa Cather;" and Scott MacDonough "Frank Norris and Hamlin Garland: A Critical Appraisal of Their Execution of their Literary Theories."

'Frequency of Lethals'

Biology: Susan Glazier, " 'Mutational Synergism' in **Drosophila Melanogaster;"** and Robert North, "The Frequency of Lethals in a National Population of **Drosophila Melanogaster."**

Chemistry: Mart Mathews, "The Abnormal Oxidation of 1,1- dibenzlhydrazines;" Peter Wade, " 'The Synthesizing of a Series of Disubstituted Asymmetrical Hydrazines for Use in Further Research';" Barry W. Wolcott, "Oxidation of Glycino-Cobalt Complexes."

Drama: Ron Salomon, "The Functions of Character in Tennessee Williams."

'Barriers to Entry'

Economics: Elizabeth Liston, "Optimization Problems in the Theory of Production;" Judith Markland, "Malthus Revisited: The Relationships between Population and Economic Growth;" William Clarke, "Barriers to Entry in the Aluminum Industry;" Wolfhard Ramm, "The Economic Development of Depressed Regions in a Growing Economy: With Special Reference to the Appalachian Region;" Michael Reagan, "Trade and Protection in Development," and Paul Upson, "A Depth Study of the Impact of the Computer on the Business Firm."

English: William Michaels, "Ironic Techniques in the Novels of E. M. Forster;" Brenda Booth, "Theodore Roethke;" Francine Clark, "Samuel Johnson: Characteristic Movement of Mind;" Judith Rowe, "The Mythology of Dryden and Keats," and Linnette Hannam, "Expressionism."

French: Kathie Forster, "La Vision des Sentiments dans l' Oeuvre de Marcel Proust;" and Janet Kehl, "Le Nouveau Roman: Temoignage du Monde Moderne."

'Settlement Patterns'

Geography: Gail Harris, "Prince Georges County: A Rural Frontier of Metropolitan Washington (D.C.);" Gail Howrigan, "A Study of the Settlement Patterns of Some Small Populated Places in Vermont;" Jane Marter, "Geographical Survey of Housing Discrimination in San Francisco, Calif.;" Nancy Taylor, "An Appraisal of the Need for Further Dam Construction on the Colorado River;" and George Britton, "The Effects of the Bay Area Rapid Transit District on Contra Costa County, California."

History: Katherine Grant, "Witchcraft in the 16th and 17th Centuries;" Cynthia MacMackin, "A Study of Schnitzler's Drama; How It Fitted into Literary Tradition and the Influences which Shaped His Political and Ethnical Outlook;" Nancy Johnson, "The Attitude of Some Progressive Leaders Toward Ethnic Groups in America;" Diane Kepple, "Algerie Francaise and the Fall of the French Fourth Republic;" Elizabeth Leppmann, "Exeter History;" Alan Magary, "A Study in the Evolution of Opinion in Four Vermont Newspapers, November 1860 to May 1865;" Jon Fish, "British Native Policy During the 19th Century."

Also, Rick Griffith, "Kurt Eisner and the Bavarian Experiment in Socialism;" Richard Mills, "Anti-Masonic Controversy in Western Vermont in the 1830's;" Robert Palin, "Fundamentalist Reaction Against **Modernism, 1919-1929;"** John Ragsdale, "An Examination of the Social and Political Conditions in Denver at the Beginning of the Progressive Era;" David Richardson, "The Vermont Agricultural Co-operative Movement During the 1920's;" James Ward, "Investigation of the Statement, 'For Fifty Years South Carolina Had Been the Most Radical State in the Union';" and George Whyte, "The Wartime Career of Clement C. Clay."

'Prime Numbers'

Mathematics: Richard Fall, "The Properties of Prime Numbers."

Physics: Glenn Govertsen, "The Study of Energy Distribution in Beta-rays Using a Beta-ray Spectrometer."

Political Science: Donald Zupanec, "The Role of Public Opinion in the Making of Foreign Policy — Vietnam: A Case Study."

Psychology: Susan Harris, "The Effects of Experimental Manipulation of Ego-Involvement and Anxiety on Test Performers Performance;" and Robert E. Adamec, "The Effect of Subcortical Destruction and Stimulation of Avoidance Learning."

Sociology: Donna Easton, "Theories of Conflict and the Achievement of Social Goals in Social Anthropology;" Carolyn Estabrook, "The Comparison of Juvenile Delinquency in the United States and Japan;" Prudence Frey, "The Analysis of Styles of Life of Two Selected Classes of American Society;" Catherine Zawistoski, "Theories and Methods of Treatment in Vermont Social Service Agencies;" Judith Engle, "Trickster Myths: A Definition, and Description of Its Significance in American Indian Cultures;" Dianne E. Watson, "Theories of Rapid Socio-Cultural Change."

Philosophy: Mary Brown, "The Concept of the Self in the Philosophy of Jean-Paul Sartre Compared with the Concept of the Self in the Philosophies of Jacques Maritain and Martin Heidegger."

The Campus

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A top business executive, a judge, representatives of Tuck Business School and Albany Law School and Dean O'Brien discuss:
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* Your Military Obligation
* Your Personal Needs
October 29 Friday Evening
Proctor Lounge

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Prexies Sign Tri-School Rivalry Pact

The presidents of the University of Vermont, Middlebury and Norwich this week called on students of the three institutions to bring to the long-standing state rivalry on the football fields only the best of pride in the alma mater, college spirit and friendly rivalry.

Their joint statement said that damage of property is not a proper manifestation of college spirit, and also reminded that possession or consumption of alcoholic beverages is not permitted at football games held under the auspices of the three institutions.

The join sportsmanship statement follows:

"We are agreed that pride in alma mater, college spirit, and friendly rivalry between colleges are healthy and desirable, and should be encouraged; however, we are also agreed that the damage of property, either on a rival campus or elsewhere, is not a proper manifestation of college spirit. We condemn such actions, and any student who is apprehended may expect to be subjected to disciplinary action."

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The Campus

ALAN MAGARY
Editor-in-Chief

EDITORIAL SECTION

Or Any Coffee

It is surely agreed that there is, occasionally, in the course of an academic term at Middlebury, cause to stay up far past the normal bedtime. This "cause" is generally a demanding study load, though not always. Although the college requires work from its students which may keep them awake late, the college makes no provision to sustain its devoted late workers. Late workers cannot get anything to eat.

Or any coffee.

There are no coffee machines or coke machines or hamburger machines in the dorms. (Hot plates would be nice, but they are not allowed, and of course no one has them.) The Crest Room, delightful as it is in the daytime, closes at 10:30 p. m. Even the milk-donut-and-sandwich man disappears by eleven. Sometimes especially busy students stay awake past eleven.

The town is little help. Sam's Fruit Market, Pete's IGA, the Middlebury Restaurant, Palmer's, the Belmont — all turn out their lights and lock their doors by 12:30 a. m., often much earlier. But extremely busy students have been known to stay up even later than 12:30.

Of course the boys in Delta Tau Omega and Phi Kappa Tau and Zeta Psi can whip up a little something if they've been thoughtful enough to buy ahead. Some of the little suites in Theta Chi even have a little kitchen all their own.

But we all can't join Phi Kappa Tau, Delta Tau Omega, Zeta Psi or even Theta Chi.

Hungry college students can be angry college students. Last spring a boy in Sigma Epsilon, probably studying late, got so hungry that he bashed in the windows of the door to Delta Upsilon's kitchen and ate some food there. Earlier last year some hungry, angry students broke into Delta Kappa Epsilon and took food which didn't belong to them.

Anything can happen when students are hungry.

Even a student desiring a candy bar is thwarted after 11 p. m., when Proctor Hall is bolted shut. What can one do?

Cooking out is ruled out from November till it gets warm again. And the fires wreck the grass.

Nothing to eat.

You can smoke more, but it's not a healthy substitute. If only there were something. **R. A. H.**

Controversy

The **Magazine Supplement** to this issue of THE CAMPUS is entitled "Reverberations of Berkeley: Education for What?" We believe that not only the three books reviewed but the reviews themselves are controversial.

In line with this newspaper's continuous reporting of new developments in higher education and on other campuses, we make a plea for letters to the editor and contributions to the "Ideas" column. For, we believe, only through open debate can we begin to search out the problems and make attempts at solving them. THE CAMPUS is the ideal open forum for this open debate. We mean to provoke controversy, but controversy that is meaningful to the future of Middlebury.

LITTLE MAN ON CAMPUS

"WHY CAN'T YOU BE LIKE SOME OF THE OTHER FACULTY AND JUST TAKE TRANQUILIZERS."

A Case of The Flu

By ART BUCHWALD

Everyone has been delighted with the fast recovery of President Lyndon B. Johnson from his gall bladder operation. I myself wish the President had taken it a little easier after the operation and this is why.

I came down with the flu over the weekend and ordinarily in these situations my wife is very sympathetic. But not this time. I told her I planned to stay in bed for a day and maybe watch a couple of football games and the World Series until my temperature went down.

She showed me a newspaper and said, "The President had a gall bladder operation and look what he did. He appointed four ambassadors, two judges, talked to the press, and signed three bills, and you want to stay in bed just because you have the flu."

"But he's stronger than I am," I protested. "Besides, they say flu can be serious."

She turned to another part of the paper. "Here is a picture of Mr. Johnson's gall bladder with the gall stone still in it. And yet do you know what he's going to do tomorrow if his doctors let him?"

"What?"

"Dictate his budget for 1966, inspect the Bethesda Naval Hospital, talk to Dean Rusk and Robert McNamara, telephone seven astronauts, and address a joint session of Congress in the operating theater of the hospital. And you're complaining about a little fever."

"It isn't just fever, I feel kind of groggy too."

"How can you feel groggy after what the President went through? I just heard on the radio that if all goes well, the day after the President plans to meet with the National Security Council, hold a press conference, attend a barbecue at the hospital for doctors and their wives, talk to the United Nations and help Mrs. Johnson plant twelve trees along the Belt Parkway. I don't see why you should feel sorry for yourself."

Not Feeling Sorry

"I'm not feeling sorry for myself," I said. It's just that the flu takes a lot out of you."

"Are you trying to say that a gall bladder operation doesn't take a lot out of a person? Listen to the President's schedule for Thursday. He's having breakfast with the Senate and House leaders, lunching with the League of Women Voters, making a film for fund-raising in California, and attending an enlisted men's dance at the Besthesda USO Club."

"Okay, I'll go out and cut the lawn," I said.

"If you want to stay in bed I'm perfectly agreeable," my wife said, "but it seems to me you're not showing much moral fiber. Here's the President's schedule for Friday."

"I don't want to hear it." I said, slowly putting my shoes on.

"The President is going to sign several more bills, attend the opening of a new ward, settle the India-Pakistan dispute, and if he has time perform an appendectomy on a lieutenant-

(Continued on Page 7)

Vast Scien

By ERNA FERLANTI
Associate Editor

To many students of the humanities, the sciences tend to resemble a hydra-like monster constantly developing new heads.

To many scientists, students of the humanities tend to be rather ostrich - like, sticking their heads in the sands and refusing to acknowledge the dominant force of the modern world — science.

An exaggerated picture? Perhaps, but a division does exist between the scientific and liberal arts communities — and there is danger that the gap widens with each dazzling advance into the scientific unknown.

In a speech at Bread Loaf Campus 11 days ago, Dr. Grant Harnest, chairman of the chemistry department, stressed the need for scientists to have a sense of human values. With man on the "threshold of shaping his future destiny" through manipulation of DNA and RNA molecules, it becomes important for him to know humanly as well as clinically what the consequences of his actions will be.

Crucial Importance

Harnest maintains "it is of crucial importance that the tremendous explosion in scientific knowledge be used with utmost wisdom."

"The scientist who has a sense of the dignity of man and of human values," he continued, "should certainly be in a better position to use his special knowledge with wisdom. . ."

On the other hand, the non-scientist must not only be aware of but must also understand what the scientist is doing. In a recent interview, Harnest pointed out that the "leaders of

Beyon

Last spring's student protest at Yale University concerning the "publish or perish" policy has resulted in some "positive" action: students may have a voice in tenure decisions.

According to Friday's **New York Times,** Yale authorities plan to invite graduates receiving departmental honors and each recipient of a terminal degree in the graduate school to submit " a written appraisal of the strengths and weaknesses" of his education. The plan, however, is still subject to faculty approval.

The controversy on tenure at Yale arose in March when the college refused tenure to Dr. Richard J. Bernstein, an associate professor of philosophy who had taught at the university for nine years and was considered an "outstanding" professor. Intensive protest by students forced the university to review its tenure policy.

A committee, formed for the purpose of examining the tenure problem, is divided on proposals to take student opinion into account. They decided that such proposals "could entail great risks of abuse and could generate an unhealthy climate in the classroom." After consultation and deliberation, however, the committee decided that "by giving a voice only to the

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H. McKIM STEELE — Faculty Advisor

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Nancy Johnson '66; Margaret Clark, Catherine Clement, Deven Hayford, Margot Hykes, Kate Robinson, Catherine Watson, all '67; Nancy Brooks, Gloria Crawley, Sheila Deming, Becky Fitts, Nordis Glasoe, George Mowry, Bucky Boles (office manager), all '68.

ence Expansion Lies Ahead

Part Three of a Series Exploring Change in Higher Education

government and the captains of industry" should be in a position to make decisions on **all** matters.

Without "exposure" to the world of science and "insight" into what is involved in its processes, future leaders will not have the perception needed to face problems of a "scientific world."

Gap Bridged

Viewed in this light, the role of sciences in a liberal arts institution takes on a new significance. The liberal arts college provides a single community in which the natural sciences, the social sciences and the humanities may meet. By teaching the sciences within the context of the liberal arts and by offering the humanities and social sciences in an atmosphere of understanding for the sciences, the "gap" may be bridged between the various fields of knowledge.

The doublefold function of a natural sciences division in a liberal arts college becomes immediately obvious. It must provide science-oriented undergraduates with the basic skills to be admitted to graduate schools, Harnest said. It must also provide for the non-science major "insight into what it is that the scientist does and how he does it."

If the sciences are not strong in a liberal arts college, he warns, the college will not in the long haul survive as a "liberal" arts college. The "cornerstone," Dr. Harnest maintains, is science.

In connection with planning for the new Science Center, he explained, representatives from the various science departments have worked out the main goals to pursue in strengthening the sciences at Middlebury.

Hard Projections

In making "hard projections for the future goals," Middlebury science professors had to evaluate the present science program at Middlebury and determine "what we wanted to do in the future that we are not doing now" and "what we must do to have real excellence."

In the future, Harnest commeted, the natural sciences division hopes to put increased emphasis on individual work, particularly in the senior year. The new senior program in chemistry is a step in this direction, but, according to Harnest, only when the new science center's laboratory facilities are available will more widespread independent work be possible.

Another objective of the natural sciences division is to expand course offerings. Middlebury, however, will not try to have the breadth of offerings that large universities can boast, he said.

Radiation

Courses that were impossible to give because of space, equipment and faculty limitations will be offered in the future. Radiation, in particular, will be explored more deeply, thanks to the facilities that the new Science Center will provide.

The biology department has already been doing low-level radiation work, Harnest pointed out, but the physics and chemistry departments have not been able to do anything of this nature. Radiation techniques, he explained, can be a valuable tool in studying the natural processes, such as the growth of plants or the results of a chemical reaction.

The guiding force in expanding course offerings will be a desire to add only those courses important as basic science background.

As far as course structure goes, Harnest does not foresee the introduction of numerous interdisciplinary science courses, a popular trend in education today.

It is more likely that a subject which cuts across department lines would be presented by a single department but would be organized to serve more than that department's needs.

The natural sciences division, though, is "seriously considering" a basic radiation course that could be given jointly by several science departments.

Loads Too Heavy

An additional objective of the sciences is to allow more time for the faculty to do its own research. At present, Harnest explained, teaching loads are too heavy to permit faculty research during the academic year.

"A good teacher will be better," he said, "if he is engaged on the frontiers of his field."

To accomplish the general goals of increased independent research for faculty and students and expanded course offerings, Harnest estimates the natural sciences division must double its present faculty.

The aim for the natural sciences division, as articulated in a speech he made last year, is to "build in such a way that the brilliant high school science scholar cannot wait to start his work at Middlebury, so that his excitement is sustained throughout his college experience, so that his foundation in the knowledge and tools of science is superior and finally that his sense of human values is second to none."

nd These Hills

most mature students and by asking them to withhold judgment until after graduation, the Yale leadership could prevent short-sighted appraisal under the pressure of immediate campus life."

* * *

"Well-dressed, low-keyed students from 63 colleges and universities" assembled last Thursday at Purdue University for a three-day meeting of the Associated Student Governments of the United States of America, reports an article in **The New York Times**. The organization, started two years ago, met to discuss matters which were in sharp contrast to its rival, the National Student Association.

The National Student Association endorsed at its August convention the Berkeley demonstrations last winter. The students at the Purdue meeting, great rivals of the Berkeley backers, think, however, that if there is any "rebellion" it is by a tiny minority. These students come from a variety of schools, but not from the Ivy League or Berkeley. Many of the Associated Student Government institutions are small.

The group avoids debate on politics, but it does encourage the holding of campus symposiums on controversial issues. It endorses the handling by student courts of some disciplinary cases and also backs the publishing of critical reviews of professor performance.

Rights Group Maps Plans, Quandary Over Elections

The Middlebury Civil Rights Group may soon be seeking SA ratification for a change in their constitution permitting co-presidency.

An unbreakable series of tie votes at the group's electoral meeting last Wednesday forced the group to consider amending their constitution. Meanwhile, the two presidential candidates Leslie Anderson '66 and Peter Knobler '68 will head the group in a tentativ co-chairmanship.

Elected vice-president was Mary Meyer '68. The new executive committee will be composed of Chuck Herrick and Lynn Fox, both '67, and Don Garber '69.

One of the first chores of the new executive board was the formation of a formal statement on the scope of the group's activities for this year. According to Knobler, the general field of activity will be educational, for the campus and for the group. In addition, the group will raise funds for off-campus projects in the field of Civil Rights.

In the area of educational programs, speakers chairman Jinny Summerton '66 has tentatively scheduled three dates. On the evening of Oct. 28, artist Tracey Sugarman will speak from his experience with civil rights work and problems in the Mississippi Delta region. His sketched impressions will be on exhibit the following week in Proctor Lounge.

A panel on the effects, pro and con, of northern civil rights projects in the south is planned for November 4. Alan Sophrin of the Economic Opportunities Service, the executive director of the Vermont in Mississippi project undertaken by the town

(Continued on Page 9)

PAUL GOODMAN

Many students tell me they are in school this year, or in school altogether, to avoid going to the rice paddies. They say it angrily, not slyly. Their moral problem is an unusual one. It is not that they are shirking the army for their personal comfort or their careers—a dodge that occurs at all times and in all countries; rather, they feel they ought to be resisting the present war more honestly, burning draft-cards, going to jail, etc. According to the opinion polls, the President has a solid popular majority for his policy, but I doubt that he has anything like a majority in the colleges, especially among the younger instructors and the students. Thus, I expect the teach-ins and anti-war demonstrations to be stronger and to inolve disobedience, if only because of these students' self-disgust for their privileged exempt status.

On the other hand, for the students who are not protesters, the draft-policy does not have much patriotic significance. I doubt that there are many students who feel enthusiastic that their college training is an indispensable function of the Great Society and its war effort, so that their student-deferment is valued as a positive good, rather than a lucky break.

Best Students Are Dissenters

Even more serious, however, the most intellectually earnest students are the strongest dissenters, on Civil Rights, University reform, pacifism, opposition to the Vietnam war. This was evident at Berkeley, where the Free Speech Movement leaders had grades far superior to the average; and the same has just been demonstrated across the country in a report for the Carnegie Corporation: dissent is strongest in schools with the highest academic standing and, in those schools, among the best students. Think of the unfortunate, and dangerous, polarization among young people that this implies. The armed forces tend to be filled with the poor and unschooled. They are drafted, and they also tend to enlist since they are likely to be drafted anyway and they might as well have it over with; besides, in peace-time conditions, the armed services provide education for the ambitious that is better than most high schools and some colleges. In war-time conditions, the selected group at the front understandably resents the protesters at home who are a different breed. A reporter from Danang (Warren Rogers in the **N. Y. Journal-American**) says, "The 18-and 19-year-olds, fashionably referred to as high school dropouts, have steel in their backbones and maybe too much of what prize-fighters call killer instinct." But the protesters are most often better informed, more reasonable, and even more earnest. Naturally the men at the front think of them as slackers, careerists, beatniks, or nuts.

On the streets, the ever louder crowds that curse the young pacifist demonstrators are in fact likely to be cursing the young people of whom they would ordinarily be most proud and whom they would like their own children to emulate. If the American casualty lists mount, we are bound to see a Know Nothing spirit worse than McCarthyism, for the dissent is more widespread, stubborn, and intellectually critical than it was in McCarthy's time. This is certainly a grim relationship between the community of scholars and society.

Policy Academically Outrageous

Consider another bad aspect of this relationship. Precisely to diminish shirking and to guarantee social utility (according to its lights), as well as to increase recruitment, the government will now exempt only students who get good grades, carry a full course-load, and even are in the sciences rather than the humanities. But this kind of extra-mural pressuring is academically outrageous. The curriculum and level of performance that warrant a student's being in college must be entirely the affair of the student and his professors, otherwise educational process is impossible. For a particular student at a particular time, a light load, off-campus work, a moratorium might be just the right thing. A student's mediocre grades might be quite irrelevant to the question of how much he is profiting. The right curriculum depends on where and how a student is.

I am unwilling in this column to discuss the merits of the Vietnam war as policy—in my opinion, it is both unjust and impolitic—but as an academic I must say this: the pressuring and interference of the draft policy in academic matters are intolerable and poison the atmosphere of the community of scholars. It is the duty of faculty concertedly to protest against them and refuse them, and it is the duty of students to urge the faculty to do so.

In abstract logic, the "just policy" on the student deferment is clear: **Either** the war is just and then nobody should be deferred (except for absolute social or personal necessity); all must be in it together. **Or** the war is unjust and we should get the hell out of it. And abstractly I agree with this forthright reasoning, but—

Since the President does not seem to be about to give up the war, the logic means abolishing the deferment. The students would of course be wildly against it, for various good and bad reasons. Also, University administrators would be against it, since it would diminish their population and grandeur, even if many are students only to avoid the draft. But finally, I think the government itself must shy away from

(Continued on Page 7)

Unbeaten Soccermen Roll Over Union 4-1, Norwich 7-1

By JEFF RUSSELL

The Panther soccer team continued their winning ways last week with decisive victories over Union and previously undefeated Norwich. Encountering little difficulty, the Middmen moved two games closer to an undefeated season.

The Union contest saw goals by the talented toes of Chap Garrison (good for 2), Dan Schick, and Dave Nicholson. Middlebury, controlling play for all but a few brief moments, rolled easily to their 5th straight victory this year and their 13th in a row over the last two seasons.

Undefeated Cadets Fall

Those spectators among the large Parents' Day crowd who had come to see a close game between two undefeated teams may have been disappointed when the Panthers waltzed over the Cadets of Norwich. Played under slippery-footing conditions, the game saw Midd's power-packed offense run up its largest total of the season, a 7-1 shellacking of the Cadets.

Explosive second and third periods when Midd scored three goals in each, highlighted the Norwich game. One goal was added in the final segment by Sophomore Jeff Minns on a pretty slide and kick. Norwich tried everything to stop the Panther attack but sieve-like performances by three Norwich goalies were too much to overcome.

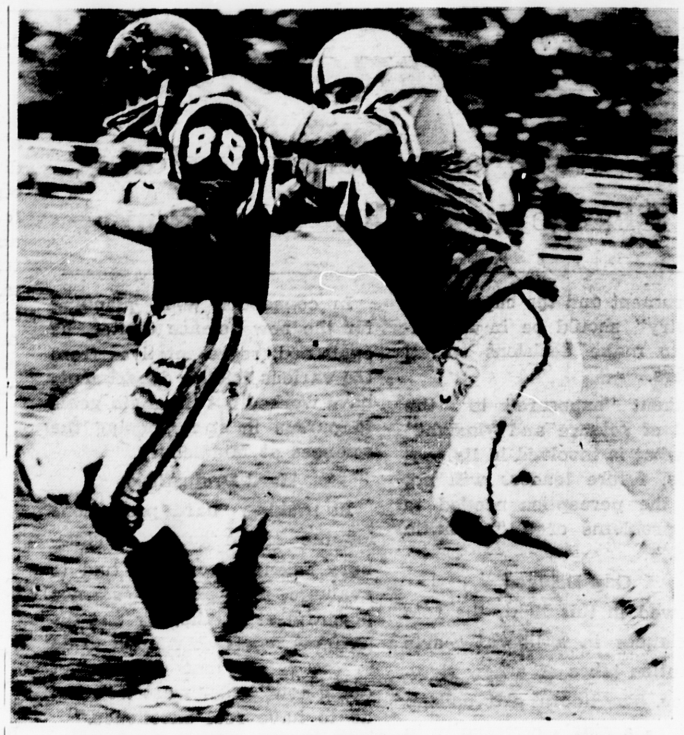
Garrison Again

Scoring for Midd were Chap Garrison, Dan Schick, Steve Krichels, Stu Bicknell, Frank Nicolosi, and Dave Nicholson, all with one goal. In what may prove to be the easiest contest of the season, Coach Joe Morrone had a chance to rest many regulars and play some of his more inexperienced players.

Looking ahead, there are three games left on the schedule. They are WPI this Saturday away, RPI at home, and UVM away; of these teams, both WPI and UVM are undefeated and could possibly cage the Panthers.

BEATING A CADET to the ball is Panther Soph Ned Dumbo in Middlebury's 7-1 trouncing of Norwich.

Photo by Sluder



HAULED DOWN FROM BEHIND is Bates end Winslow by promising sophomore linebacker Steve Conn in action last Saturday at Porter Field.

Photo by Sluder

Inside Story

Mr. Big

by Karl Lindholm

When the Wesleyan football staff scanned the roster of players facing them in their opening game of the season against Middlebury, they found, "No. 57, Barnes Boffey '67, 6' 8", **278 lbs.**" Certainly eyebrows were raised; dialogue possibly went, "I don't remember this kid from last year's game, it must be a prank, a publicity maneuver, a printing error." It is rumored that a call was made to official Middlebury sources questioning the existence of the unheralded Boffey lad. In the actual encounter the following week, Barnes Boffey turned out to be one of the most immense and effective chunks of reality Wesleyan will face all year.

For you strangers to Porter Field action, Barnes Boffey can be seen almost any time of the day or night in the Crest Room and is recognizable by an enormous voice and laugh befitting his enormous frame. Barnes, aside from being a CR regular, has also been a football player now for 7½ weeks. In his four games to date, he hasn't been bad at all; he has earned himself a solid spot in Coach Nelson's defensive line. In his four-point defensive stance, Barnes covers a lot of real estate and is tough for offensive linemen to move.

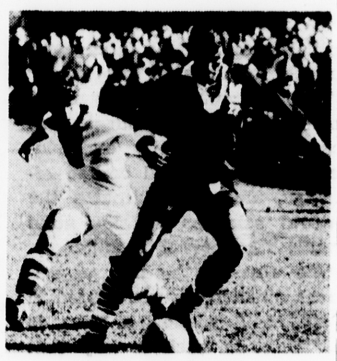
Barnes explains that he decided to go out for football this year, not because of any pressure imposed on account of his size, but rather that the sport represented "something new."

"I really didn't expect to play much, but I thought, 'What the heck, I might help.' I noticed much of the size in the line graduated last year (Giddings, Love and Kingman)."

Coach Duke Nelson's response, when asked how his giant neophyte was getting along, was an emphatic "great." Duke explains that before the season he anticipated playing Boffey in the offensive line at center, but he developed so quickly and his attitude was so good that "the happy giant" was given the responsibility of anchoring Middlebury's front four on defense. Duke now points to Boffey's improvement in every week's game. Barnes himself says, "I'm learning a lot. My biggest problem is getting the feel of the game. Before every game, I'm told what to do and I just try to do it."

"There's nothing greater than playing on a team," the former intramural "Mr. Big," adds. "They're all great guys. Also, I've never been this close to being in shape before (278!), although during pre-season practice, I thought they were going to have to shoot me to put me out of my misery."

And, sports fans, don't worry about any possible gridiron success going to his head — it can't get up that high.



PETE KOVNER

Photo by Lewis

Midd Falls Victim To Bobcat Power

By RON HOAG

Middlebury passed and Bates was stunned. This was half the story of Saturday's Parents Weekend football game at Porter Field — the first half. The second half saw the talent-laden Bates eleven adjust for the Middlebury passing game and pound out a 20-7 victory.

In the game's first half Middlebury quarterback Tom Clark threw the ball fifteen times, mostly in the direction of sophomore end Steve Callahan. It was Bates which drew first blood, however, capitalizing on a Middlebury fumble on the Midd 40 yard line. Quarterback Randy Bales hit fullback Tom Carr, the 225-pound backbone of the Bates offense, in the end zone three plays later.

Following a long kickoff return by Jack Mettee, Clark moved his team 46 yards to the

IN-CARR-CERATED

	Midd	Bates
First downs	15	20
Passing att.	10/28	10/21
Passing ydg.	105	124
Rushing ydg.	104	270
Total offense-yds.	209	394
Punting	5/29	5/34
Penalties-yds.	3/25	10/100

score on passes totalling 35 yards and an eleven yard scamper by Fred Beams. It was Beams who caught Clark's 17 yard touchdown toss. Pete Kirkpatrick converted and Middlebury led 7-6.

In the first half action defensive end Rich Roller recovered a Bates fumble on the Midd 47 and set up what looked like a long Clark touchdown pass on the first play from scrimmage. Callahan could not hang onto it, however, and Bates escaped a Middlebury suddensix.

Bates scored again during the half on a pass play from Bales to Bruce Winslow, the Bates end who could not miss a ball thrown in his vicinity. Middlebury held on a Bates attempt for two points, and the scoreboard at halftime showed 12-7 Bates.

(Continued on Page 7)

Frosh Footballers Maul Amherst With Air Display

By ED McCONVILLE

The freshman football team put together a most outstanding performance in rolling over Amherst 48-20 last Friday. It marked the first time in a number of years any Middlebury freshman team has beaten Amherst and alerted Middlebury grid fans that relief is perhaps just a year away.

The offense could do no wrong. Amherst was completely stunned by the aerial spectacle put on by the Charlie Brush to Charlie Beall passing combination. The duo clicked for three touchdowns and was instrumental in every drive.

Brush Unstoppable

The scrambling Brush was also unstoppable on the ground, hustling for a touchdown, two P. A. T.'s and many important first downs. Dick Verge and Charlie Deedman both ran very well when called upon.

The offensive line, a question mark before the game, punished their larger opponents all afternoon. The forward wall, spearheaded by John McMahon and Ken Cox, gave Brush enough time to throw, despite the fact that Amherst expected passes on almost every play.

Defense Contributes

The defense contributed amply to the final score. On two occasions Amherst penetrated deep into Middlebury territory only to see Dave Bahnson and Charlie Williams intercept their passes and run them back for long touchdowns. The defenders contained a freshman running attack, touted to be one of the finest in the area, and throttled the Amherst throwing game with constant pressure on the quarterback and ends. The visitors managed to score only after they trailed 34-0 and the issue was already decided.

The freshmen travel to Norwich tomorrow seeking their third straight victory of the season.

CAMPUS SPORTS

Frosh Booters Blanked Twice

The freshman soccer team ran into some rough going last week as they were totally outplayed by Dartmouth 4-0 last Wednesday, and were downed 2-0 by UVM on Friday.

The team played better against UVM, but a penalty shot from 15 feet out and Vermont's steady play throughout the contest proved too much for Middlebury's last period rally to overcome. Bruce Kimmell, Bill Bethke and Bob Cowan were the top Panther booters.

The soccer team closes its season this Saturday against RPI at Troy, N.Y.

Midd Groups To Observe UN Day

The Town of Middlebury and Middlebury College, in a joint project headed by Mrs. H. McKim Steele, will commemorate National United Nations Day on Monday.

Ceremonies begin at 8 p.m. in the Municipal Auditorium. Plans were made by the Middlebury League of Women Voters.

Professor Samuel Guarnaccia, who recently returned from Peru where he was a Peace Corps director for 15 months, will speak about his experiences in the Peace Corps.

College language clubs and the International Relations Club will set up displays along the walls of the auditorium. Women's Forum, which teaches art to town children, will offer a display of child art with the theme "People Helping Other People."

The Blue Key, headed by Glenn Govertsen '66, will supply refreshments of cider and donuts. The language clubs are scheduled to provide entertainment with the singing of foreign songs.

Many other town and campus organizations are lending support, either through making donations, handling publicity, or setting up the program itself.

Through a proclamation of President Johnson, the U.S. is joining over 100 other nations in celebrating the 20th anniversary of the United Nations.

Football . . .

(Continued from Page 6)

During the second half Middlebury was outgunned by Bates both offensively and defensively. The elusive running of Bates halfbacks, John Yuskis and Archie Lanza, the battering of Carr, and the passing of Bales collected another eight points from the Middlebury defense.

Bates linebackers played for the pass and blitzed, and Tom Clark was forced to "eat the ball" in a protective pocket that collapsed too frequently.

Middlebury's only second half threat, a drive built around long runs by Paul Ford and several Clark to Callahan passes, died on the Bates six yard line.

Looking ahead to next Saturday's game, Middlebury should have little trouble beating her perennial whipping-horse, RPI. Rensselaer has not won a football game in 42 consecutive starts.

Buchwald . . .

(Cont. from Editorial Section)

commander."

I started shaking as I tried to put on my shirt.

"Where should I put the leaves after I rake them up?" I asked.

"There's no reason to be surly. If you really don't feel well, stay in bed."

I went back to bed.

"Is there anything I can get you?" she asked.

"Yeah. Get me Vice-President Humphrey. I'll talk to him first. Then you can let the press in. I'll talk to the Joint Chiefs of Staff this afternoon, and tonight if I feel up to it we'll take down all the billboards on Wisconsin Avenue. There's no sense letting a little flu bug get me down."

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Goodman . . .

(Cont. from Editorial Section)

such a step, for it cannot be eager to cope with the unknown, but certainly very large, number of students who oppose war and would strenuously object to being drafted, but who now settle quietly for deferment. At present the government is obviously disposed to get most of its troops from the National Guard and the Reserves, rather than asking for an Emergency and risking debate. Yet this drift toward a big professional army is hazardous to democracy, and we may rue it.

Copyright Paul Goodman 1965

Sevareid . . .

(Continued from Page 1)

Washington Bureau of CBS and then national correspondent.

Sunday's speaker has written several books, including a compilation of his war experiences, **Not So Wild a Dream**, and **Small Sounds in the Night.** He has contributed to many magazines and journals.

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'Oh Dad' Well Done, but Characters Are Weak in Psychomelodrama

By BRENDA BOOTH

Take every conceivable neurotic condition, every psychological symbol, all the fears and anxieties we are told dominate our contemporary emotional lives, and you might be at a performance of Arthur Kopit's "irreverent farce," **Oh Dad, Poor Dad, Mamma's Hung You in the Closet and I'm Feeling So Sad.**

Case number one: Madame Rosepettle, played by Tani Carman '68, the "domineering mother," who hides her own fear of sex and a sense of inadequacy under a cover of pseudo-sophistication. She attempts to control everyone and everything around her, and stifles any signs of individuality and maturity on the part of her son.

Case number two: son Jonathan (also known as Edward, Albert and Robinson, depending upon Mamma's whim), played by Michael Booth '68, who suffers from repressed emotions, an inferiority complex, and disturbing nightmares about his mother and her man-eating Venus fly-traps.

Rosalie (Jane Johnston '67), Circe disguised as the next-door baby-sitter, and the Commodore (Michael Prentice '67), the aging lecher, complete the happy family.

Especially to be commended are Peter Jackson '67 and his "special effects" crew, and Maggie Dunn '66 in charge of lighting, whose efforts enhanced the production considerably.

Although the play was billed beforehand as a "farce," Saturday evening's audience was disappointingly slow to respond. At times the performance seemed to drag; one continually had the impression of having seen and heard it all before, and only for a few isolated moments was one's enthusiasm provoked (notably the inevitable seduction scene in Mamma's bedroom).

Much of the criticism rests cast was working. The play itself satirizes the extremes of modern psychoanalytical drama, and each actor was portraying not so much a character as a caricature, and, as such, had to make a subtle distinction between satire and over exaggeration. On the whole, however, this was achieved remarkably well, especially by Miss Carman in the difficult role of a woman who is herself a compulsive actress and exhibitionist.

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Incidentally . . .

Mrs. Stanley V. Wright, '21, widow of the director of alumni relations and of the Middlebury Development Program, has been awarded a plaque in recognition of her long years of service to the school. The presentation was made during Homecoming weekend by the Alumnae Association.

* * *

Any student interested in obtaining information on the requirements for registration and voting in his home state may write to the Young Republican Club, Box 803, Campus Mail. Include age as well as name and length of residence in home county.

* * *

At the request of the Student Educational Policy Committee, the Library is now open during the noon hour on Saturday as well as the other week days.

* * *

Miss E. Anne Eberle has recently joined the Library staff as Assistant Cataloguer. She received her B.A. degree, cum laude, from Bryn Mawr in 1961, and her M.L.S. degree from Simmons in 1965. She has had previous library experience at Cornell, Bryn Mawr, Dartmouth, and the University of California at Santa Barbara.

* * *

Included on the year's agenda for the Russian Club is a possible weekend trip to a Russian monastery, located about 50 miles north of Albany. Additional plans include the formation of a Russian chorus and dance group and the showing of films on the Soviet Union.

* * *

On October 24, Carr Gallery opens a month long exhibit of original paintings, sculptures and drawings by the Middlebury Art League, a group of artists from Middlebury, Vergennes, Bristol and other surrounding towns.

* * *

Melvin Rand, assistant instructor in the ROTC unit here has been promoted from Sergeant First Class (E-7) to Master Sergeant (E-8), unit commander Lt. Col. Alfred Phillips announced recently. Rand, principal drill instructor and rifle team coach of the unit, came to Middlebury in 1964.

* * *

The Rev. Eliot A. Daley, assistant chaplain, will speak at Chapel Sunday. The service will begin at 11 a.m.

* * *

Religion Conference will sponsor a film **The Notorious Landlady** Friday Oct. 22 in Proctor Lounge at both 6 and 8:30 p.m. The film stars Kim Novak and Jack Lemmon.

* * *

An October 25 primary election will narrow down to three the candidates competing for each office in the Freshman class. The candidates will deliver platform speeches Oct. 27 and final elections are set for the following day.

* * *

The driest spot on earth is Chile's Atacama Desert. At one place, Calama, no rain has ever been recorded. Rainfall throughout the area is barely measureable.

Social Reform . . .

(Continued From Page 1)

creased open hours in dormitory lounges, will be brought up at the November meeting.

Because of comments by members of the administration that matters of procedure tended to take up too much of the committee's time, a subcommittee of deans and student SLC members will be formed for preliminary investigation of constitutions and proposals.

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O'Brien Relates Views on Midd

Dean of Men Dennis O'Brien is new here this year from Princeton University, where he was an assistant dean. In an interview with THE CAMPUS last week, he expressed himself on first impressions of Middlebury.

By JEFF DWORKIN

Though still in the process of orienting himself to Middlebury, and therefore unable to offer judgements on some facets of the school, Dean O'Brien gave a number of interesting comments on what he has seen here. "I am generally in favor of honor systems," he said. Princeton's system, over 50 years old, contains a compulsory reporting clause, which Middlebury's system does not. "But," he said, "the difference at Princeton was not the obligatory clause for reporting, but a strong and firm belief in the system by the students and faculty. It was held with a great deal of pride. Most complaints of the new Middlebury system that I have heard have not been substantive, but procedural. And I think there are some false expectations about the system by a few students."

Anti Intellectual

On the subject of fraternities, O'Brien voiced considerable agreement over the charge of anti - intellectualism levied against them. "If there is a difference with fraternities today," he said, "it's because they have not lived up to their potential." More intellectual with their inception, and secondarily social, "their challenge is to go back in some ways to what they were." He pointed out that fraternities and other small groups usually have a "much better potential for education than the college does. Anybody who knows anything about education will tell you that students educate themselves much better than the classroom does." Though not sure he has anything in mind as an alternative to the fraternity system here, he suggests that Greek letter organizations are not necessarily the only answer to the college's need for small groups of social as well as intellectual value.

The dean is, as yet, somewhat unfamiliar with the present Middlebury Social Code. He did say, however, that "people have to be given choices, or else they cannot grow." But he does not believe in unlimited choices, and said the college must reflect the general values of society.

The great criticism heard on this campus — that students are apathetic — was "a great gripe at Princeton, too," he said. Later he added, "I certainly have not detected a great zeal for education around here."

Entertainment

The dean criticized the attitude of students who look upon the faculty with the feeling of "they should excite me more." The faculty is not there just to titillate students. There seems to be a tendency to sit back and take an entertainment view of education. . .The apathy is not just a Middlebury problem. It's a general problem."

Mr. O'Brien concluded the interview with a comment on student voice in campus affairs. "There is much more student voice here than at Princeton, through the many organizations and channels of information. But I don't really know, and I don't think the students know, what they're up to. They have a general idea on a few things, but on most things I don't know what we're supposed to be listening to." An interestingly poignant comment from a newcomer to Middlebury.

Civil Rights . . .

(Continued from Editorial Sec.)

of Calais, Vt., will be the main participant.

Paul Guare, also of the Economic Opportunities Service, will speak on Nov. 18 about poverty in Vermont, with specific reference to the migrant worker problem. A panel discussion of the migrant problem is also proposed for this time.

FEPC Makes Priority List For Study

The Faculty Educational Policy Committee has established a priority list of items that it hopes to consider during the course of the year.

Associate Professor of Economics John Craven, chairman of the FEPC, said that, in all probability, the committee would be able to handle only a few of the questions put before them this year, because of time considerations. He indicated, however, that the group definitely planned to take "an overall look" at the curriculum.

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Week of Oct. 22-29

CBS News weekdays at 3, 4, 5, 7, 9, and 11 p.m.

Friday

3:00 - 4:30 Bandstand (Carter)
4:30 - 5:45 Jamboree (T. Jackson)
5:45- 6:30 Dinner Concert
6:30 - 7 Music in Italian (Miller)
7:00 - 9:00 Concert Hall (Magary)
Sibelius - "Sym. No. 2" Stravinski - "Petrushka" Beethoven - Violin Concerto No. 1"
9:00-10:00 Fabulous 15 (Wolf)
11:00 - 1:00 Roots and Herbs (Murphy)

Saturday

2:15 - ? Middlebury College Football
Middlebury vs. R. P. I. from Troy, N. Y.
8:00 - Wild Weekend (T. Jackson)

Sunday

2:00 - 5:00 Opera (Plant)
5:00 - 5:30 Canada Today
"Across Canada in Song— Newfoundland"
5:30- 6:30 Dinner Concert
6:30 - 8:00 Showtime (McDonough)
"Bye Bye Birdie"; (Dick Van Dyke); "Golden Boy" (Sammy Davis)
8:00 - 9:00 Spotlight Middlebury
9:00-10:00 Folk Festival (Ballin)
10:00-10:30 On The Move
10:30-11:00 Weekly News Roundup
11:00 - 1:00 "The Sound of Jazz
Jazz (Elliot)

Monday

3:00- 4:30 Bandstand (Miller)
4:30- 5:45 Jamboree (Ballin)
5:45- 6:30 Dinner Concert
6:30 - 7:00 Music in French
7:00- 9:00 Concert Hall (Plant)
9:10 - 9:25 College Authors Forum.
Donald Cressey discusses his book "Principles of Criminology"
9:25-10:00 Fabulous 15 (OConnell)
11:00 - 1:00 Night Train (Weinstein)

Tuesday

3:00- 4:30 Bandstand (Ballin)
4:30- 5:45 Jamboree (Wolf)
5:45- 6:30 Dinner Concert
6:30 - 7:00 Music in Spanish
7:00- 9:00 Concert Hall
9:00-10:00 Folk Festival (Smith)
10:00 - 11:00 Fabulous 15 (Levin)
11:00 - 1:00 Jazz Track (Brush)

Wednesday

3:00- 4:30 Bandstand (McDonough)
4:30- 5:45 Jamboree (Limon)
5:45- 6:30 Dinner Concert
6:30 - 7:00 Music in German (Kind)
7:00- 9:00 Concert Hall
9:10 - 9:25 The Scholar's Bookshelf.
Lee Devin discusses Nelson Algren's book "A Walk On the Wild Side"
9:25-10:00 Fabulous 15 (Ballin)
11:00 - 1:00 Pete's Pad (P. B. Jackson)

Thursday

3:00- 4:30 Bandstand (Platt)
4:30- 5:45 Jamboree (Levin)
5:45- 6:30 Dinner Concert
6:30 - 7:00 Music in French (Carr)
7- 9 Concert Hall (Elliott) Music of Our Time: **Early life and music of Igor Stravinski.**
9-10 Folk Festival (Bryan)
10-11 Fabulous 15 (Limon)
11- 1 "Vomacka" (Vomacka)

Report on the Exchange

Exchangees Find Switch Beneficial

By BARBARA FAELTEN

That the Middlebury-Talladega exchange is proving to be a beneficial, rewarding experience seems to be the general opinion of the six students participating in it — Talladega students John O. Brown, Mitchell Davis, and William Upshaw, and Middlebury students Helen Martin, Kathie Towle, and George Whyte.

Brown, a biology major, feels that the exchange serves to strengthen one's educational opportunities. He remarked that traveling experiences can sometimes be more educational than classroom experiences. Coming to Middlebury, he said, is "almost like going abroad."

Davis, a math major, is finding the mixing of ideas and backgrounds rewarding. Not knowing exactly what to expect, he was "amazed at the friendliness and hospitality" expressed at Middlebury. He feels that the two schools are quite similar academically — one difference being that there are more courses to major in at Middlebury.

Upshaw, a French major, finds satisfaction in the program because of the opportunity to see the differences between a Northern and Southern education. The language program and the language dormitories, are especially appealing to him.

The three Middlebury students at Talladega expressed their opinions last week in THE CAMPUS, in an open letter by George Whyte which ended with: "The remainder of the semester promises to be one of continuedly interesting and richly rewarding experience."

Last October a proposal to explore the possibility of an exchange was introduced by the Civil Rights Group. Later that month, both the Student Association and the Student Life Committee voted to recommend that the administration establish a one semester program with a Southern Negro school.

Emphasis was placed upon the need for interracial contacts and also on the benefit to the college community of bringing an under-represented minority to the campus.

During January, while attending conferences in St. Louis, Dean of the College Thomas Reynolds had a series of talks with the president of Talladega on the possibility of an exchange between the two schools.

The next step in the realization of an exchange program came in March when Dean Reynolds journeyed to Talladega to map out a tentative program with Talladega Dean of the College Cohen Simpson. Regarding his visit, Reynolds said he was "impressed with the deep sense of purpose to be found at Talladega and with their dedication to the concept of a liberal arts college."

In May, the faculty unanimously approved the exchange as arranged in talks between officials of Middlebury and Talladega. At this time, Miss Martin, Miss Towle and Whyte were chosen to participate.

Gamut Enjoys Increase In Popularity This Fall

By PETER KOVNER

The Gamut was first conceived last spring as social alternative to fraternity parties and the Crest Room. It was to offer a quiet retreat where students could sit and talk while listening to various entertainers. However, due possibly to its atmosphere and decor, sometimes referred to as 20th Century Bathroom, the Gamut remained relatively empty during the spring term.

This fall though, the night spot has boasted capacity audiences on Saturday evenings. One cannot really determine whether the abrupt curtailment of grassing season or changing student tastes have caused this turnabout. In either case, the club still serves an alternative and important function as an outlet for student creativity and musical ability. These student performers are paid about ten dollars per weekend while professional performers are more expensive.

Meanwhile, in the desire to promote, and in anticipation of, more student interest, the BOG sub-committee, under the direction of Dan Delano '69, has planned several innovations. Coffee and pizza will augment the immediate menu of soda pop and potato chips. Dateless men are now welcomed. The decor will be changed so couples will feel less like swinging squash racquets and more like huddling in dark corners, whispering furtively. If the Gamut remains consistently crowded, the sub-committee is prepared to search for a larger room.

The stumbling block to this idea exists in sparsity of Friday night audiences and the fact that the room would not be used during the remaining days of the week. Hopefully, however, the new pizza venture will garner enough profits to make more ideas feasible in the future.

Film Saturday

The Music Room, an Indian film directed by Satyajit Ray (director of the Apu Trilogy), will be unreeled Saturday at 7 p.m. in Wright Memorial Theatre.

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Screenplay by DURTON WOHL and ROBERT PRESNELL JR.
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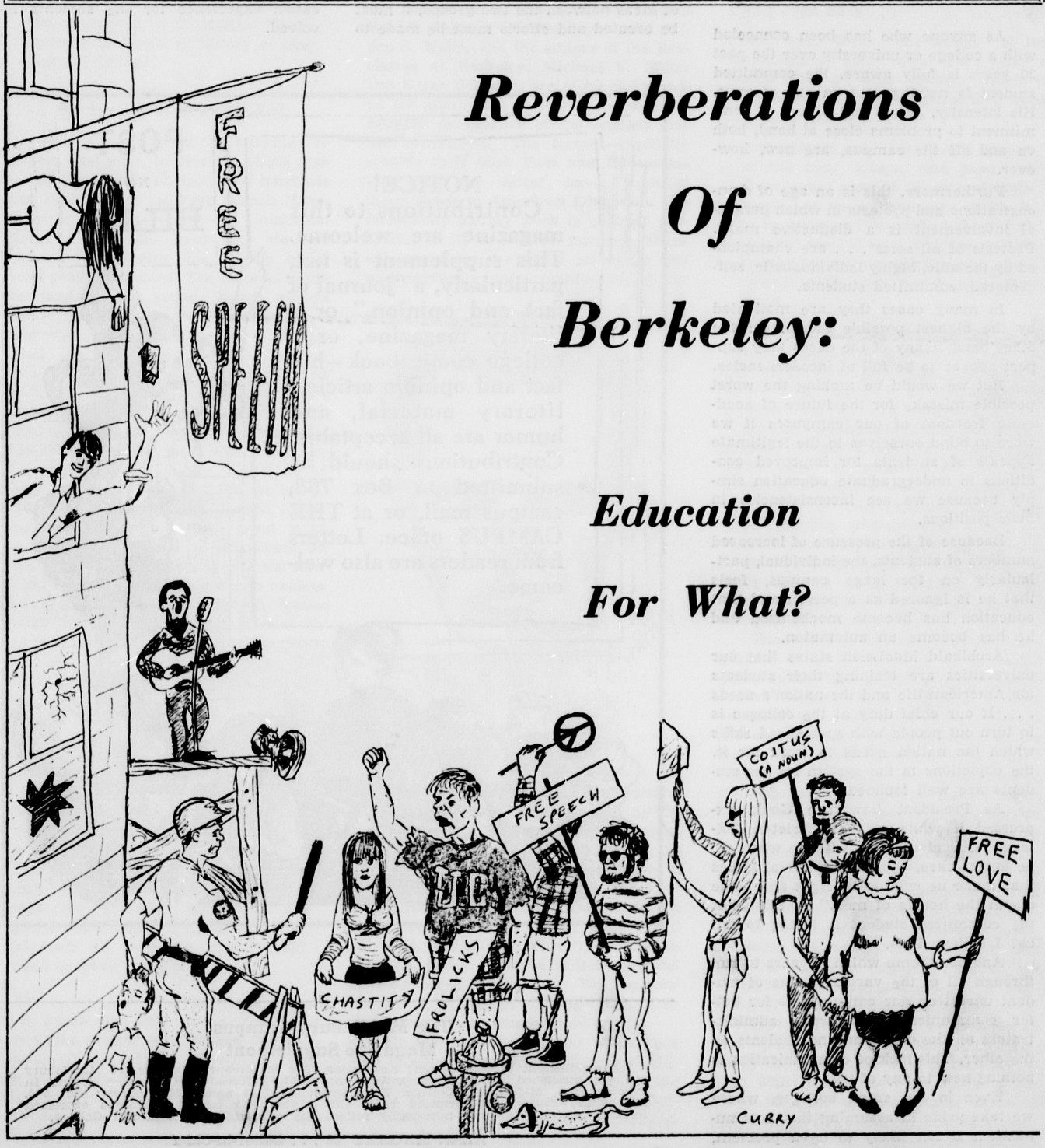
The Middlebury Campus

Magazine Supplement

VOL. I | THURSDAY, OCTOBER 21, 1965 | NO. 2

Reverberations Of Berkeley:

Education For What?



Freedom and Responsibility

Following are excerpts from a speech delivered by Dr. Hugh Borton, president of Haverford College in Pennsylvania, to the National Association of Student Personnel Administrators.

As anyone who has been connected with a college or university over the past 30 years is fully aware, the committed student is nothing new on our campus. His intensity, extent and degree of commitment to problems close at hand, both on and off the campus, are new, however.

Furthermore, this is an age of demonstrations and protests in which personal involvement is a distinctive mark. Protests of all sorts . . . are championed by the able, highly individualistic, self-centered, committed students.

In many cases they are motivated by the highest possible ideals. On the other hand, many of the cases they support appear to be full of inconsistencies.

But we would be making the worst possible mistake for the future of academic freedom of our campuses if we were to blind ourselves to the legitimate appeals of students for improved conditions in undergraduate education simply because we see inconsistencies in their positions.

Because of the pressure of increased numbers of students, the individual, particularly on the large campus, feels that he is ignored as a person and that education has become mechanized and he has become an automaton.

Archibald MacLeish states that our universities are training their students for American life and the nation's needs . . . If our chief duty at the colleges is to turn out people with specialized skills which the nation needs to work for it, the objections to the system by our students are well founded.

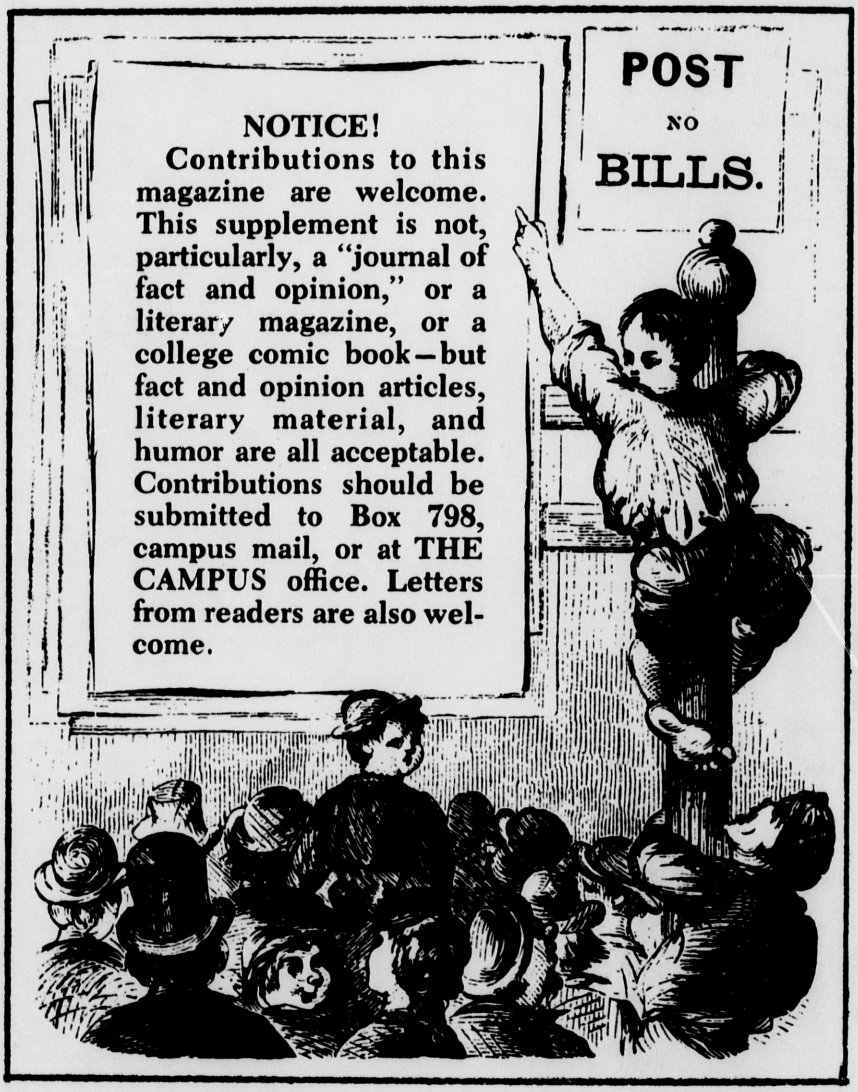
As President Lawrence Gould expressed it while still at Carleton College, "Our civilization will die when we no longer care, when the spiritual forces that make us wish to be right and noble die in the hearts of men." Is this what the committed student is trying to tell us? I believe it is.

Another theme which appears to run through all of the various forms of student unrest on our campuses is for better communications between administrators on the one hand and students on the other. This lack of communication is nothing new to any of us.

Even in the small colleges, where we take pride in assuming that communication is not likely to be a problem, we must not take it for granted that a smaller sudent body automatically results in better relationships between students and administrators.

If the machinery does not exist for the regular and uninhibited exchange of ideas between the two groups, it must be created and efforts must be made to see that it works. Is this another one of the things the committed students are trying to say to us? I believe it is.

Consequently, we must not only have the means but the patience to listen to students' appeals for action. What is even more important, if a student appeal for direct action is motivated by high principles and is for a worthy cause, deans of students on our campuses should be able to turn it into a significant education experience for the students involved.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The Middlebury Campus
Magazine Supplement

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ALAN MAGARY '66 . . . Editor-in-Chief

After Berkeley: Toward a Better Understanding

The Berkeley Student Revolt: Facts and Interpretations, edited by Seymour Martin Lipset and Sheldon S. Wolin. Doubleday Anchor Books (paper, $1.95; 585 pp.), 1965; and **Revolution at Berkeley: The Crisis in American Education,** edited by Michael V. Miller and Susan Gilmore, Dell Laurel Edition (paper, 95c; 348 pp.), 1965. Reviewed by H. McKim Steele, assistant professor of history at Middlebury College.

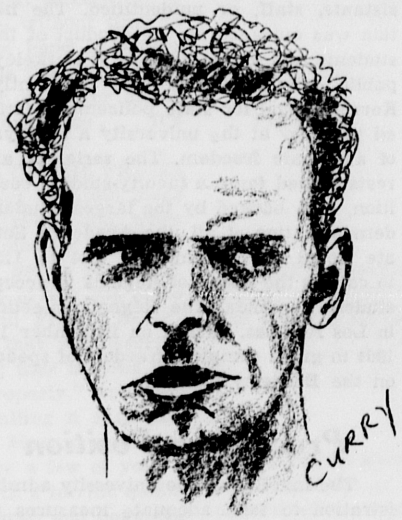
By H. McKIM STEELE

This is the year of the Berkeley incident. Last year, to be sure, Mario Savio and Company mobilized their hundreds and thousands in the Free Speech Movement at the University of California, Berkeley, but this year the students around the country are talking about what really happened. The interest is understandable, for young people always like to talk over the successful defiance of school or parental authority, but the belated growth of this interest requires some explanation. When the events at Berkeley took place last fall, students around the country were already ensconced on their respective campuses and dependent for their information on the national news media. Coverage of the Free Speech Movement in the press, television, and radio all tended to obscure rather than explain what went on at Berkeley. Even as prominent an analyst as Fred M. Hechinger of the **New York Times** was less at pains to explain than condemn the Free Speech Movement. During summer vacation, students began to get a different impression. They were at last able to compare notes with their colleagues from other schools. The result was almost exactly what an ex-Berkeley student Bradford Cleaveland had predicted in an open letter of September, 1964 when he called on Berkeley students to revolt:

> And if you get this far you will also have witnessed nation-wide publicity which will have exposed Berkeley for the undergraduate sham that it is. Not to say that the public in general will feel that way, what with the press "redbaiting" you, but that the students all over the country will read between the lines.

The appearance of a number of paperback books this summer, including the two under review here, helped focus attention on the protest movement. Good and bad, these books have given to students around the country a better understanding of the background causes of the sit-ins and non-violent demonstrations. Many seem to have decided that although they might not condone campus demonstrations they could readily understand why the demonstrations had occurred. They themselves had felt almost the same frustrations with the modern educational "system" as had the students at Berkeley.

The editors of **The Berkeley Student Revolt,** Seymour Martin Lipset and Selden S. Wolin, and the editors of the **Revolution at Berkeley,** Michael V. Miller and Susan Gilmore, are to be commended for attempting to furnish us with an in-depth perspective of the student protest movement. The former explicitly subtitle their book **Fact and Interpretation,** and the latter have subtitled theirs **Crisis in American Education.** Unfortunately neither work is entirely successful in its announced purpose. These volumes have the same strengths and weaknesses as other compilations of historical documents put together soon after the event. Many selections, particularly the transcripts of speeches by the principals, e.g. Clark Kerr, Edward Strong, Jack Weinberg, and Mario Savio, are overwhelming in the sense of immediacy they convey. The "interpretive" selections are less valuable. To be sure some of these essays offer useful insights, but all too often they shed little light on the situation at Berkeley and merely serve to illustrate the capacity of human beings for making uninformed judgements on complex subjects.



MARIO SAVIO

On the whole Lipset and Wolin have put together a better collection than Miller and Gilmore. They have avoided the pitfall of including student "satiric literature" such as Ken Sanderson's **Multiversity Lost:**

> Of Civil Disobedience, Due Process
> And Bureaucracy, whose IBM
> Thought Strong into the World, and Beebe too,
> With loss of Freedom, till one moral Man
> Restore us, and regain the native Right,
> Sing Joan Baez . . .

Lipset and Wolin are aware of the limitations of their work. They offer a justification of their efforts which is sound even if it does not place their book beyond criticism.

> Undoubtedly more essays will appear in the near future, and many of them may possess greater detachment, but we believe that much is to be gained by assembling a record of what men thought and felt at the time. Men do not always see more clearly when they see from a distance.

One of the most informative selections in Lipset and Wolin is the "Chronology of Events: Three Months of Crisis" which first appeared in the **California Monthly,** the Berkeley alumni magazine. A careful examination of this day by day account reveals a number of interesting points about the nature of the events at Berkeley which are easily overlooked in a reading of contemporary press accounts. Despite widespread talk that the student protest movement can be put down to youthful high spirits, if nothing more sinister, it is apparent that the demonstrations are a new development in campus life.

The events at Berkeley cannot be explained away as a series of perverted panty raids. The ability to undertake effective mass action is part of a novel situation. The leaders of the Free Speech Movement, students all, contrary to the rumor of outside agitators, displayed a high order of ability and intelligence in the way they went about shaking down the university authorities. The students knew precisely what they wanted and exactly how to get it. They were neither intimidated by threats nor divided by counter-argument. The movement kept its cohesion for over four months growing from strength to strength. Demonstrations mounted by the FSM were well planned and well executed. During the all-night sit-ins, the students set up canteens to make box lunches for the demonstrators. Courses were established to teach people how to act when apprehended by the police and what to do when in jail. While much has been made of the point that the demonstrations involved only a minority of the students on a campus of 30,000, the number participating

was surprisingly high. Crowds of three thousand, four thousand, five thousand, and once even 10,000 turned out to protest. The section leaders of the revolutionary commune of Paris, a city of 600,000 in 1789, would have been gratified by such numbers during most of the **grandes journees** of the French Revolution. More surprising still, the student demonstrations remained resolutely non-violent in the midst of a tension-filled situation. This fact alone testifies to the strength of student leadership. At the height of the crisis, the FSM was able to paralyze the campus. It successfully usurped the position of the official student government which during the first days of December 1964 was not even able to gather a quorum. One wishes that students were as willing to devote as much fervor, organization, and tenacity to their studies.

Administrative Juveniles

In contrast to the students, the Berkeley administration acted with the impulsiveness and awkwardness proverbial of juveniles. The mistakes of Chancellor Strong and his assisting deans soon undermined the administration's initially strong position. The first student complaints about the banning of political activities on the brick walk at Bancroft and Telegraph were met with bland evasion. As the protest gathered strength and became organized into a movement for complete political freedom throughout the university grounds, the administration made repeated tactical errors. By first refusing all concession, it united most of the vocal elements of student opinion behind the protest movement. Then, by giving way ignominiously under pressure, it inspired the students to raise their demands. The administration's repeated efforts to "get" the leaders of the protests, even after free speech had been conceded in principle, provoked still further acts of defiance.

Clark Kerr, President of the University of California, does not appear to advantage in the midst of this debacle. To be sure, a case can be made for Kerr as a martyr, a scapegoat in a crisis not of his own making. After all, it is possible to read Kerr's **Uses of the University** as the plaint of an embattled administrator who is struggling to bring some form into the inchoate multiversity, but Kerr's handling of the Berkeley crisis makes us doubt the appropriateness of such sympathy. At the supreme moment the "mediator-initiator" was a patent failure. After he had displaced Chancellor Strong in the handling of the dispute, ment instead of using his relatively dis- Kerr quickly exacerbated student sentiengaged position to work out a solution satisfactory to all parties. His attempt to "interpret" the so-called treaty between students and administration signed during the police-car demonstration of October 1-2 convinced the students of his essential bad faith. His alleged statement to the **Oakland Tribune** that student leadership was 49 per cent Maoist alienated a faculty which remembered the unhappy days of Senator McCarthy; and his refusal to accept the recommendations for leniency of a faculty committee appointed to consider the penalties to be inflicted on student protest leaders, raised the difficult issue of faculty participation in university government at the very time when the administration was finding it impossible to control the students.

At the beginning of December 1964, when the crisis was at its height, Kerr virtually abdicated his position and turned to California Governor Brown for help. Some 630 uniformed policemen were used to clear Sproul Hall of demonstrators. Of the 814 persons arrested, 590 (or 72.5 percent) were students; 135 (16.6 percent) were non-students, and 89 (10.9 percent) were teaching and research assistants, staff, or unidentified. The nation was outraged by the conduct of the students, but on the campus at Berkeley, public opinion reacted very differently. Kerr's appeal for state policemen seemed to many at the university a betrayal of academic freedom. The series of arrests helped forge a faculty-student coalition, and, backed by the largest student demonstration of all, the Academic Senate voted overwhelmingly (824 to 115) to call on the Board of Regents to accept student demands. The Regents, meeting in Los Angeles, agreed on December 18, 1964 to grant complete freedom of speech on the Berkeley campus.

Precarious Position

The inability of the university administration to take adequate measures to head off the growth of the protest movement remains one of the many mysteries connected with the Berkeley incident. Certainly much of the explanation lies in the peculiar nature of university administration. As the excerpts of Kerr's **Uses of the University** in **Revolution at Berkeley** and **The Berkeley Student Revolt** reveal, the administrator is in a precarious position when it comes to policy making. He is forced to contend with a variety of pressure groups: trustees, students, faculty, parents, alumni, big business, government, townspeople, and foundations. The satisfaction of all the conflicting demands placed on him by these groups is clearly impossible, and thus even the strongest administrator will appear inconsistent as he strives to satisfy first one and then another section of his variegated constituency. In a situation like that at Berkeley the administrator finds that he is faced only by unacceptable alternatives. If he crushes the demonstrators, he alienates students, faculty, and parents. If he fails to take a strong line, he faces bad publicity and the disapproval of the trustees.

The administrative lapse at Berkeley, however, seems to me to be much more fundamental than an inability to work within a complicated constituency. An examination of Kerr's views on education, at least as they have been presented in these volumes, reveals an estrangement from the thinking of students and faculty which can only be labelled as incredible in a supposedly sensible educator. All the clinches about administrators being really teachers at heart and knowing all about the probems of teaching do not disguise the fact that the administration at Berkeley was entirely out of touch with the quality of the modern educational experience. Kerr specifically brands that cherished illusion of the faculty, the Republic of Scholars, as a myth, and he portrays faculty members simply as petulant, untrustworthy, and irresponsible prima donnas. As for the students, **Uses of the University** scarcely takes note of their needs. Kerr seems to be of the opinion that if students feel inclined to complain of their education, they simply have failed to appreciate the wonderful freedom of choice which all those hundreds of courses offer them. To me it appears that most of the administrative lapses at Berkeley are directly traceable to an appalling readiness to explain away student and faculty criticisms of the educational system.

What is the actual crisis in education? Neither **The Berkeley Student Revolt** nor **Revolution at Berkeley** contain very clear answers. Nevertheless both books can certainly be read with profit by all those who are trying to deal with the problem of education. Clearly the crisis is **not** a group of students trampling down the grass in a college quad. Despite all the talk that it has stirred up, the Berkeley incident is no more than a symptom of a deeper malaise, a malaise which cannot be entirely summed up by the word "multiversity."

No Golden Age

What has happened? All of us have a feeling of what education ought to be - the leisurely contemplation of "great ideas." There will be walks through the fallen leaves after football games on bright October Saturdays and on spring weekends cocktail parties in flowering gardens. Unfortunately for us, this vision is not reality; it is a bad poem by Alfred Noyes.

The reality is no more acceptable because the Golden Age does not exist. Life at institutions of higher learning too

(Continued on Page 6)

Quotes Behind Berkeley: The Actors Speak

The multiversity is a confusing place for the student. He has problems of establishing his identity and sense of security within it. But it offers him a vast range of choices, enough literally to stagger the mind. In his range of choices, he encounters the opportunities and the dilemmas of freedom. The casualty rate is high. The walking wounded are many. **Lernfreiheit** — the freedom of the student to pick and choose, to stay or to move on — is triumphant.

—*Clark Kerr,*
"The Uses of the University,"
1963

As an undergraduate (at Berkeley) you receive a four-year-long series of sharp staccatos: eight semesters, forty courses, one hundred and twenty or more units, fifteen hundred to two thousand impersonal lectures, and over three hundred oversized "discussion" meetings. Approaching what is normally associated with learning — reading, writing, and exams — your situation becomes absurd. Over a period of four years you receive close to fifty bibliographies . . . you are examined on more than one hundred occasions, and you are expected to write forty to seventy-five papers. As you well know, reading means "getting into" hundreds of books . . . in a superficial manner. You must cheat to keep up. If you don't cheat you are forced to perform without time to think in depth, and consequently you must hand in papers and exams which are almost as shameful as the ones you've cheated on. You repeat to yourselves over and over as an undergraduate that "It doesn't make any difference . . . It's the grade that counts" . . .

. . . It is as though the BENEFACTORS OF THE FRUITS OF LEARNING said to you, "Here, take this beautiful piece of fruit . . ." and you do, and you try to take a bite, when "STOP! !" you are being offered another piece of fruit, another, and then another. At the same time, before you really begin to taste and speculate about the taste of any one piece of fruit, your FRUIT BENEFACTORS, and FRUIT BENEFACTORS' ASSISTANTS, are demanding that you describe in detail the intricate beauty of each piece; they become impatient if you do not describe the fruit "properly," and they penalize you for thoughtful slowness by calling it stupidity, and by lowering your respectability rating. Most of you learn to hate the fruits of learning. But there are a few of you — the "clever and brilliant" — . . . who learn in a terrific quickness, to take quick little bites from the large and beautiful fruits and then furiously hurl them as far away as possible. . . . You perform your trick well: smiling up at your benefactor and saying "delicious . . . excellent!" . . .

. . . There is only one proper response to Berkeley from undergraduates: that you **organize and split this campus wide open!**

FROM THIS POINT ON, DO NOT MISUNDERSTAND ME. MY INTENTION IS TO CONVINCE YOU THAT YOU DO NOTHING LESS THAN BEGIN AN OPEN, FIERCE, AND THOROUGHGOING REBELLION ON THIS CAMPUS . . .

—*Bradford Cleaveland, "A Letter to Undergraduates," September,* 1964

For the first time in the history of the university, an administration (has) treated its students as representative members of the university community. This is a major event in the life of the university and for all the students on campus.

—*Art Goldberg, an FSM leader, October* 15, 1964

The university is a champion of intellectual freedom; it must no less be a champion of orderly and responsible conduct. It cannot and will not tolerate deliberate violation of its rules and regulations.

—*Edward Strong, Berkeley Chancellor, November* 2, 1964

There is a time when the operation of the machine becomes so odious, makes you so sick at heart, that you can't take part; you can't even tacitly take part, and you've got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus and you've got to make it stop. And you've got to indicate to the people who run it, to the people who own it, that unless you're free, the machine will be prevented from working at all.

—*Mario Savio, December* 2, 1964, *at the beginning of the Sproul Hall sit-in*

What the FSM is asking, in effect, is that the administration cease to be an administration.

—*Warren Coats, University Young Republicans President, December* 2

Please go.

—*Chancellor Strong, December* 3, *to sit-ins shortly before the police arrived.*

Every housewife knows the value of an agitator. It's the instrument inside the washing machine that bangs around and gets out all the dirt.

—*James Farmer, CORE National Director, December* 15, *to an FSM rally*

American society in the standard conception it has of itself is simply no longer exciting. The most exciting things automated contentment. The "futures" and "careers" for going on in America today are movements to change America. America is becoming ever more the utopia of sterilized, which Amercian students now prepare are for the most part intellectual and moral wastelands. This chrome-plated consumer's paradise would have us grow up to be well-behaved children. But an important minority of men and women coming to the front today have shown that they will die rather than be standardized, replaceable, and irrelevant.

—*Mario Savio, December* 2, *to the sit-ins*

At present in the United States, students — middle class youth — are the major exploited class. The labor of intelligent youth is needed, and they are accordingly subjected to tight scheduling, speedup, and other factory exploitive methods. Then it is not surprising if they organize their CIO. It is frivolous to tell them to go elsewhere if they don't like the rules, for they have no choice but to go to college, and one factory is like another.

—*Paul Goodman, "Thoughts on Berkeley," February,* 1965

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closely resembles the rat race. The situations are all too familiar: the administrator racing to catch a cross country plane to interview a prospective fund donor; the faculty member rushing from lecture to lecture or off to an exciting round of committee meetings; the students frantically trying to stay up with the homework assignments. No time to catch our breath, much less time to think. Everywhere there are shortages; of money, books, teachers, classrooms, facilities. Too many students. Too much information to impart in too short a time.

These pressures exist throughout the academic community, and they impinge on the lives of students, faculty, and administrators alike. They are not going to be overcome simply by readjusting the power positions of the main groups within the college or university. On the contrary only a serious cooperative effort by students, faculty, and administration is going to see education through, for a number of world-wide developments have placed serious intellectual endeavor in jeopardy.

From this point of view, the student protest movement can be taken as a sign of hope, for it may mean that at long last we have succeeded in producing a generation of Americans which really cares about learning. As this generation matures and takes up its life's work we may also get faculty and administrators who are intent on insuring the survival of good education. Then, perhaps, the work of reconstruction and rededication will really begin to show results.

Unfortunately for our hopes for the future, the student protest movement also involves serious dangers for education. There is an impatience with materialism and the narrowly utilitarian which is refreshing, but at the same time those who are aiming to change the structure of education should give thought to the problem of how to pay the bills. What must we do to get a high quality education at the lowest possible cost? Can education be carried on outdoors to avoid the expense of buildings? To what extent is it possible to cut personnel costs by dispensing with an expensively trained, "high salaried" faculty?

No Crowds Needed

Student unwillingness to debate the weak points in their ideology, their insistence that they have no plans, that they only want to express their frustration, is disconcerting. If one is not ready to do anything but yell and scream, if one is not ready to work for one's convictions, is not one engaging in exactly the same kind of do-nothingism one is supposed to be rebelling against? Revolutions are not accomplished by crowds.

Those students who really care about education must face up to certain contradictions in their demands. For example, there seems to exist side by side with a desire to reduce the amount of work ("so that we can have time to think") a demand for a greater profundity in what is being taught. Now, traditionally, serious understanding of difficult problems has been accomplished only through devoting a large amount of time and effort in study. I am afraid that even among students who are interested in education the doctrine of work is still not very clearly understood. Students advance the demand for less specialization and at the same time ask for greater opportunity to get deeply into a subject. Is this an instance of we-want-it-but-we-don't-want-it or do the demands really refer to two different kinds of things? Undoubtedly many of the contradictions are only apparent and would be ironed out if any serious discussion between the constituent groups of the academic community ever occurred. But the mere existence of such opposite tendencies within the ideology of student protest should give some pause to those who believe that student demands alone form a sufficient basis for a sound educational philosophy.

The serious charge against the student protest movement is not going to be found under the labels "commies", "anarchists", "beatniks", or "spoiled brats." Those who are afraid of protest should realize that sometimes there are grounds for complaint. The worst lapse of the student protest movement to date is that it has failed to examine its own intellectual basis. Unreflective action is perhaps effective in politics, at least in short term results, but it has no place in an institution of learning. In education it is not enough to pick the other fellow's argument to pieces.

There is present in the student movement an undercurrent of reductionism. This yearning for simple answers engenders distrust in all those who have been brought up to understand the complexity of our cultural tradition and who fear the "terrible simplifiers." Taken to the extreme, reductionism eliminates such categories as the tentative, the probable, and the hypothetical. Education at its best contains all of these; it is balanced, complicated, and delicate. Reductionism in education actually threatens the basis of the intellectual endeavor it claims to reinforce. While certain aspects of education, especially the housekeeping side, should be as simple as possible, an education which is "simple" throughout is no education at all. The complexities of our accumulated knowledge and of the world must be given adequate room in our representations of reality. Education should not be confused either with indoctrination or escapism.

Intellectual Clarification

The perennial cry hurled at educators is that they are not facing up to the world as it is. Yesterday, this "reality" was the "market place" and the "cold war"; today, it is "civil rights" or "student needs"; tomorrow, who knows? Educators must face up, and face up unflinchingly, but unfortunately for us, reality is not as simple as the true believers would have it. We cannot teach the current slogans to the exclusion of everything else — even have some justification. Contrary to popular opinion the most pressing problems of modern life are **not** being discussed in the world outside. The world has a way of sweeping the really embarrassing questions under the rug. If the real problems are going to be discussed anywhere, they are going to be discussed inside the colleges and universities. To carry out our duty as educators we must resist the pressure of being timely as this is defined by the newspapers, even while we make room for the genuine discussion of pressing current affairs. If the universities have fallen away from "true education", it is largely because they have not remained fully alive to their main purpose. Form has been allowed to dominate the content of education. We must get back to debate, discussion, and the search for the real problems. Despite the talk of the need for action, the main task remains one of intellectual clarification.

The student protest has its role to play in the reintegration of educational life. While the students are definitely in danger of being misled by their own catch phrases, just as the public is mislead by the words "beatnik" and "commie", student discontent has possibilities for good. To be sure, the venture in education runs the risk of collapse in an orgy of rioting and violence, but it is more likely to die slowly, at least at traditionally organized institutions, because of an inherent inability to get back to the main problems. Given enough intelligence and give and take on all sides neither of these dire results will happen. It is just possible that all interested parties can cooperate together. We shall never reach an eternal plateau of idyllic October Saturdays, but we may be able to develop for our time an education which involves a genuine humanistic concern without any sacrifice of our continually growing technical proficiency.

The Compulsory Trap

Compulsory Mis-Education, by Paul Goodman. Horizon Press (hardbound, $3.95; 190 pp.), 1964. Reviewed by William B. Catton, associate professor of history at Middlebury and co-author with his father, Bruce Catton, of **Two Roads to Sumter.**

By WILLIAM B. CATTON

Albert Einstein is said to have remarked, shortly before his death in 1955, that the radically changed circumstances of the postwar world had made it necessary for human beings to learn brand new ways of thinking. When asked — wistfully — if he had any specific suggestions, the old gentleman reportedly smiled and said that he had none whatever; he only knew that different ways were needed.

It is easier to pose a problem than to solve one, and we may be forgiven the wish that Mr. Einstein, who was so magnificently equipped to see in the right direction (and so instrumental in bringing about the changed circumstances to which he alluded), might have been spared a little longer in order to apply his remarkable talents to the challenge he left behind. Other talents and other wisdom exist, to be sure. Whether they are searching for new departures, or are content to work within the existing framework, remains to be seen. Not every expert is persuaded that a radically different approach is either necessary or possible.

One confirmed advocate of different approaches is Paul Goodman, who for nearly two decades, in such books as **Communitas, The Community of Scholars,** and **Growing Up Absurd,** has been directing barbed shafts at the status quo. One of his latest studies, **Compulsory Mis-Education,** subjects American public schools and colleges to a brief but damning indictment.

Because it is essentially a composite of articles prepared for specific occasions and addressed to specific problems, **Compulsory Mis-Education** makes no attempt at thorough or systematic evaluation. It is fragmentary and episodic, including chapters on dropouts, progressive education, the cultural background, science, programmed teaching, changing attitudes toward work and jobs, the difficulty in making subject matter "relevant" to today's young people, proposals for change, and a few others.

The gist of Mr. Goodman's indictment is that our vast system of public education is rigidified, wasteful, harmful to the young, and totally inadequate to meet the changing social, economic, and technological realities of the postwar era. The system accurately reflects an unhealthy set of social attitudes and values, unwittingly encourages conformity and regimentation, and is heading full-tilt for 1984. It is, to use his own words, a "compulsory trap"; our youth are "conscripted soldiers, being chased up a ladder."

These are familiar criticisms, but it will not do to dismiss Paul Goodman as one more carping malcontent. Too many of his shafts draw blood, and he shows frequent signs of knowing what he is talking about. A few quotations from this eminently quotable book will convey something of its tone and content. He feels that our educational

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system, top to bottom, is increasingly regulated by what he calls "schoolmonks: the administrators, professors, academic sociologists, and licensees with diplomas who have proliferated into an invested intellectual class worse than anything since the time of Henry the Eighth." The system pays "little attention to individual pace, rhythm, or choice, and none whatever to the discovery of identity or devotion to intellectual goals. The aptitude and achievement testing and the fierce competition for high grades are a race up the ladder to high-salaried jobs in the business world, including the schooling business."

As a result, it is "hard for an American child to grow toward independence, to find his identity, to retain his curiosity and initiative, and to acquire a scientific attitude, scholarly habits, productive enterprise, poetic speech." Regardless of ability, the young are hurt by this. "The bright but unacademic can, as we have seen, perform; but the performance is unauthentic and there is a pitiful loss of what they could be doing with intelligence, grace, and force. The average are anxious. The slow are humiliated. But also the authentically scholarly are ruined. Bribed and pampered, they forget the meaning of their gifts . . . and become snobbish craft-idiots."

Mr. Goodman does not merely condemn; he offers constructive suggestions and enunciates clear educational goals of his own. His aim, in brief, is experimentation, variety, flexibility, an attempt to tailor the system to the infinitely varying needs and temperaments of individual students. He is opposed to compulsory attendance, large classes, and standardized procedure, and he recognizes that the process will cost more money — and money more wisely spent. "Every child," he maintains, "must be educated to the fullest extent, brought up to be useful to society and to fulfill his own best powers . . . The hard task of education is to liberate and strengthen a youth's initiative, and at the same time to see to it that he knows what is necessary to cope with the on-going activities and culture of society, so that his initiative can be relevant. It is absurd to think that this task can be accomplished by so much sitting in a box facing front, manipulating symbols at the direction of distant administrators. This is rather a way to regiment and brainwash." No "monolithic school-system" can possibly "prepare everybody for an open future of a great society."

The present society, as readers of his other books can testify, is less than pleasing to Mr. Goodman. In his opinion it has lost a sense of community and broken with the best in its own tradition, having so completely identified reality with power, prestige, affluence, and the GNP as to make it "hard to talk with a straight face about identity, creation, Jeffersonian democracy, or the humanities" to the present generation of college students. The faults in our educational system are symptomatic of deeper ills. "Unfortunately, the pervasive philosophy to which children are habituated as they grow up is the orthodoxy of a social

machine not interested in persons, except to man and aggrandize itself . . . The American world-view is worse than inadequate; it is irrelevant and uninterested, and adolescents are spiritually abandoned. They are insulated by not being taken seriously. The social machine does not require or desire its youth to find identity or vocation; it is interested only in aptitude. It does not want new initiative, but conformity."

'School-Monks'

The author is equally hard on American higher education, having frankly admitted in his preface that he did not choose to be "generous" or "fair." Colleges and universities — largely inhabited, of course, by those "school-monks" who are directing the entire educational system — perpetuate the emphasis on aptitude and competitive achievement, "and indeed devise the tests and the curricula to pass the tests. Thereby they connive at their own spiritual destruction; yet it is not surprising, for that is where the money and the grandeur are." With this orientation the colleges are forgetting their primary duties, which are "to pass on the tradition of disinterested learning, to provide a critical standard, to educate the free young to be free citizens and independent professionals." Instead, in many institutions, "students and faculty confront one another like hostile, or at least mutually suspicious, tribes."

Mr. Goodman's two explicit proposals for change on the college level are worth mentioning. On the theory that most undergraduates lack the experience and maturity to gain more than a superficial understanding of disciplines in the social sciences and humanities, he suggests that several of the more "prestigious" liberal arts colleges include, as an admission requirement, a two-year stint after high school in some "maturing activity." He mentions, as examples of such activity, a full-time job (obtained "without too heavy reliance on connections"), community service such as domestic peace corps, military service, a course of "purposeful travel that met required standards," or "independent enterprise" away from home in art, business, or science. Along with providing maturer and better motivated students, Mr. Goodman feels that such a system would "break the lockstep of twelve years of doing assigned lessons for grades." It would also, he notes approvingly, "relieve the colleges of the doomed, and hypocritical, effort to serve **in loco parentis** on matters of morality."

His second proposal, equally controversial, would be for several major universities to abolish grading altogether and use testing only as a teaching device. In this connection he insists that most professors regard grading as a hindrance to teaching and deplore the present competitive system in which the grade becomes the essence of a course. "The naive teacher," he remarks, "points to the beauty of the subject and the ingenuity of the research; the shrewd student asks if he is responsible for that on the final exam."

Mr. Goodman desires fundamental reform not merely in education, but in society itself. His broader program calls for a rediscovery of a sense of community, a healthier urban-rural balance (he mentions 70%-30%), and the substitution of humanistic and cultural values for the present cult of affluence. It is thus possible to classify him — and I doubt that he would resent the label — as a utopian, a reformer frankly interested in sweeping changes and a sharp break with present theory and practice.

Overstated Case

Customarily, utopians are either laughed at or feared, depending upon the size of their following. Mr. Goodman is as vulnerable as any other utopian who not only has lofty goals but concrete plans for reaching them. Certainly it is possible to see both substantive and procedural flaws in some of his rather free-wheeling proposals for educational reform, and as a licensed "school-monk" I must take issue with his sweeping indictment of college professors, administrators, and other educators; as a breed, for all our faults, we are possessed of more imagination, more awareness, and more flexibility in goal and method than he ascribes to us. Moreover (as Mr. Goodman, when pressed, would readily concede), our educational system at all levels is providing more benefits to larger numbers of young people than the tone of his book implies. He has deliberately overstated his case, doubtless on the plausible theory that a well-entrenched social institution can be attacked in no other way.

All of that, and more, could be said in criticism of Mr. Goodman's approach, but I am not going to conclude with the time-honored academic device of hedging my bet. This may be the generation that has to take utopians seriously, at least to the extent of addressing itself in earnest to the sort of questions they ask. Mr. Goodman asks some good ones, and Mr. Einstein's challenge remains. Certainly nothing that has happened since Hiroshima — or, for that matter, since Sarajevo — inspires much confidence in the old ways of doing things. The oft-quoted passage from Abraham Lincoln's address to Congress in December 1862 was never more apt: "The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew . . ."

Student Dialogue

The dialogue that will lead to constructive experimentation and thoughtful change must begin somewhere. The college campus seems as good a place as any. One lesson of Berkeley and related episodes is that the students have begun the dialogue already, and will proceed with it on their own if no one else joins in. Student unrest is often vague and confused in content and misguided and excessive in action, but it would be a fatal mistake to think that the problem — whcih in essence amounts to a demand for change — can either be ignored or suppressed. If professors, administrators, trustees, and others with a stake in the process — the "school-monks," if you will — do not enter the debate constructively, immediately, and with a willingness to listen and think rather than pontificate, we educators may soon find ourselves in the position of the wildeyed, dishevelled man who prowled frantically through the streets and finally accosted a policeman. "Hey, quickly," the man cried. "Have you seen a large crowd of people moving about here recently? Where have they gone? I must find them. I am their leader."